

PPM 510

TRANSITION SERVICES

CONTENTS:

GENERAL REQUIREMENTS

- 510.01 Purpose of Transition Services (p.1)
- 510.02 Qualifying Individuals (p.1)
- 510.03 Nature and Scope of Transition Services (pp.2-5)

CONDITIONS AND LIMITATIONS OF SERVICE PROVISION

- 510.04 Relationship to School-Provided Services (p.5)
- 510.05 Other Conditions and Limitations of Service Provision (p.5)

RECORD OF SERVICES DOCUMENTATION REQUIREMENTS

- 510.06 Record of Services Content Requirements (p.5)
- 510.07 Information Technology System Compliance (p.6)

GENERAL REQUIREMENTS

510.01 PURPOSE OF TRANSITION SERVICES

The purpose of transition services is to facilitate the school-to-work transition of secondary school students with disabilities by providing those services necessary to enable the student to achieve the employment outcome identified in the student's Individualized Plan for Employment (IPE).

510.02 QUALIFYING INDIVIDUALS

Vocational rehabilitation transition services can be provided to assist transitioning students with disabilities, including students with Individualized Education Programs (IEPs) and other students with disabilities.

510.03 NATURE AND SCOPE OF TRANSITION SERVICES**(1) GENERAL SCOPE**

Based on each student's needs and appropriate to his or her individual strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, transition services include:

(A) information, consultation, and individual advocacy for each student with a disability and, as applicable, the student's family;

(B) assessment services, to determine the student's eligibility for vocational rehabilitation services and his or her vocational rehabilitation needs; and

(C) vocational rehabilitation services for each student determined to be eligible for vocational rehabilitation program participation, to the extent that services are required for the student to prepare for, achieve, engage in, or maintain an employment outcome.

(2) INFORMATION, CONSULTATION, AND INDIVIDUAL ADVOCACY

(A) In order to assist the identification of students with disabilities who may be eligible of vocational rehabilitation services, once each year, the Central Support Services office will send a contact letter, a descriptive program brochure, and a program field office directory to secondary school guidance Counselors, instructing the guidance Counselors to share the information provided with students with disabilities and explaining how to obtain more of the enclosed brochures for distribution to applicable students.

(B) The Vocational Rehabilitation Counselor will provide each school corporation with written materials describing the vocational rehabilitation services available and the procedures to be used to access those services. These written materials will be provided in sufficient quantities to allow each student and (if the student's family is involved) each student's family to receive copies at the annual case review, if the purpose of the meeting is to discuss transition services. The Vocational Rehabilitation Counselor will be available on a consultative basis to:

(1) attend and participate in appropriate school functions, including career days, family and student forums, and similar activities for the purpose of providing information regarding the purpose of the Vocational Rehabilitation program and the services available under the program and encouraging special needs and other students with disabilities who may be eligible for program participation to apply;

(2) visit assigned high schools at least annually to review with school officials which special needs and other students with disabilities may be eligible for vocational rehabilitation services (such required visits to be scheduled so as to allow students appropriate for and interested in vocational rehabilitation program participation to apply as soon as may be appropriate, but not later than the last semester of the individual's projected exit year); and

(3) be available to students and student families for information, consultation, and advocacy.

(C) For each student identified as an individual who may be eligible for vocational rehabilitation services, the school will invite the Counselor to attend the student's annual case conferences for both of the two years prior to the projected exit from school.

(D) When invited, the Vocational Rehabilitation Counselor must make every effort to attend scheduled case conferences in both years. If the Counselor has been invited to a case conference but cannot attend, the Counselor is required to provide written information regarding the Vocational Rehabilitation program and program services, and how the Counselor can be contacted for further information and to schedule an appointment.

(E) The student, family, and Vocational Rehabilitation Counselor will determine if and when an application for vocational rehabilitation services is to be completed. Interested students and student families will be encouraged to contact the Vocational Rehabilitation Counselor for application.

(F) When application for vocational rehabilitation program participation is desired and appropriate, the application must be taken as

early as appropriate, but not later than the beginning of the last semester of the student's projected exit year.

(3) ASSESSMENT SERVICES

(A) When a completed application is received, the date of application is to be noted and an assessment of eligibility and priority for services initiated. To the maximum extent possible, the assessment of eligibility and priority for services will be based on existing information available from the school and other sources, but may include, to the extent necessary to complete a determination of eligibility, additional assessments and evaluations provided by the Vocational Rehabilitation program.

(B) An eligibility determination must be completed within 60 days, as for any other applicant, unless:

(1) exceptional and unforeseen circumstances preclude completion of the determination within the required time and the individual and Counselor agree to extend the eligibility assessment for a specified period of time; or

(2) a period of trial work experiences, or an extended evaluation, is necessary to complete the eligibility determination.

[REQUIRED PRACTICE. For purposes of vocational rehabilitation program eligibility determinations for students with learning disabilities, the determination regarding the presence or absence of a physical or mental impairment is based on the current DSM-IV definition of learning disability. In addition, the program eligibility criteria require the presence of a substantial impediment to employment. Since these criteria are more stringent than the definition used in Article 7, some students identified by the school as having learning disabilities may not meet vocational rehabilitation eligibility requirements.]

(C) If the student applies for and is determined to be eligible for vocational rehabilitation services, an assessment of vocational rehabilitation needs must be conducted, and an Individualized Plan for Employment (IPE) must be developed prior to the student's exiting school. The IPE developed shall provide for a program of vocational rehabilitation services (college or university training, vocational training, or other services) appropriate and necessary to the achievement of an employment outcome.

(4) VOCATIONAL REHABILITATION SERVICES FOR TRANSITIONING STUDENTS

Once the student has applied, placement and related services may be authorized, as appropriate, at any time following completion of the student's next-to-last year of school (e.g., following completion of the junior year), or earlier, if identified in the student's IPE as appropriate to meet the student's individualized vocational needs.

CONDITIONS AND LIMITATIONS OF SERVICE PROVISION**510.04 RELATIONSHIP TO SCHOOL-PROVIDED SERVICES**

Vocational rehabilitation services provided prior to the student's exit from school cannot supplant or duplicate any services for which the school bears primary responsibility.

510.05 OTHER CONDITIONS AND LIMITATIONS OF SERVICE PROVISION

Each vocational rehabilitation service provided under a transition services program is subject to the same program policies that apply to the provision of the service for all other vocational rehabilitation program participants, including, but not limited to, all policies regarding the nature, scope, and duration of service provision, the qualifications and selection of service providers, and fiscal requirements and limitations pertaining to the particular service (such as least cost, comparable services and benefits, price quote, financial participation, and similar requirements).

RECORD OF SERVICES DOCUMENTATION REQUIREMENTS**510.06 RECORD OF SERVICES CONTENT REQUIREMENTS**

The record of services for each individual receiving transition services must include documentation sufficient to demonstrate that the information, consultation, and individual advocacy services, assessment services, and vocational rehabilitation services described in section 510.03 of this chapter have been provided, as appropriate and necessary.

510.07 INFORMATION TECHNOLOGY SYSTEM COMPLIANCE

(1) All required information, data, and documents must be incorporated and maintained in the record of services for the individual in a manner consistent with Indiana Rehabilitation Information System (IRIS) requirements.

(2) Not later than at the time of application, the correct four-character "School ID" code identifying the school that the student attends and the four-digit year specifying the "Expected Year of Graduation" must be entered onto the referral screen in IRIS for every individual who is attending secondary school at the time of referral. Entry of the school code will be the criterion used to identify the case as a transition services case. If the individual has a current individualized education plan (IEP), the appropriate box must be checked on the referral screen to so indicate.

[REQUIRED PRACTICE. The special education box must also be checked if the individual is currently receiving special education services. The box may also be checked for those individuals who have exited school after having received special education services. In the latter example, however, the school code must not be entered, since doing so would identify the individual as a transitioning student when, in fact, he or she has already exited school and cannot be so coded.]

[AUTHORITY: Federal regulations 34 CFR §§361.5(b)(55); 361.48(r); Indiana Code, 511 IC 7-17-75; 7-27-6(a)(9); 7-28-3.]

* * *